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ABSTRACT

In Spring 1967, the "Leadership Group of High School Teachers of Economics" in Orange County, California, expressed interest in developing an Advanced Placement Program (APP) in Economics. They were concerned that students from the stronger secondary school economics programs would find introductory college economics repetitive. This concern launched a project to investigate the feasibility of an APP in economics for secondary schools in Orange and Los Angeles counties. The findings of this investigation are presented in this report. In this study, APPs are defined as college level courses of study taught at and by the high school. Chapter I of this report looks at the nature and objectives of APP. In the second chapter, the College Entrance Examination Board APP, and selected non-high school focused APPs are looked at. The criteria for and status of APPs in Economics are discussed in Chapter III. The final chapter sets out general characteristics of APPs adapted for application to programs in economics; the role of the college; steps in establishing an APP in economics in Orange County. Appendices include: a survey to assess feasibility of an APP in economics in Orange County; and the results of the Fair Enterprise Medallion Contest, which suggest that high-ability students from local schools can meet the standards applied to college students in Introductory Economics, and that the high schools and their teachers are able to train them. (JH)

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ADVANCED PLACEMENT PROGRAMS AND ECONOMICS

Including a Case Study: Formulating an Advanced Placement Program in Economics in Orange County, California

by

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September/1968

PREFACE

Many educators have felt that students should not have to repeat in college the education they received in high school. This position has led to expanded interest and participation in Advanced Placement Programs.[1] In Spring, 1967, the Leadership Group of High School Teachers of Economics (henceforth referred to as "the Leadership Group")[2] in Orange County, California, expressed interest in developing an Advanced Placement Program in Economics. They were concerned that students from the stronger secondary school Economics programs would find introductory college Economics repetitive, and therefore wasteful. This concern, a prerequisite for successful Advanced Placement Program planning,[3] launched a project to investigate the feasibility of an Advanced Placement Program in Economics for secondary schools in Orange and adjacent Los Angeles counties. The findings of this investigation are presented herewith in the hope that they may be of general use to the economic education movement.

The Leadership Group has called for an Advanced Placement Program in Economics after feeling a need in their respective curricula, and recognizing what they interpret as the growing caliber of local secondary school Economics courses. This improvement has benefited from assistance

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[1] College Entrance Examination Board, A Guide to the Advanced Placement Program 1967-68 (New York: College Entrance Examination Board, 1967), p. 13.

[2] The Leadership Group of High School Teachers of Economics is affiliated with the Center for Economic Education at California State College, Fullerton.

[3] Letter from Harlan P. Hanson, Director of the Advanced Placement Program for the College Entrance Examination Board, New York, December 14, 1967.

received from the Center for Economic Education at California State College, Fullerton,[4] as part of the continuing economic education movement in the United States. It is clear that success in economic education in the high school senior-level economics course generates the need for an Advanced Placement Program. It is simply inefficient for qualified students to repeat in college the Economics course they received in high school. In effect then, failure to consider the role of Advanced Placement Programs implies failure to adjust to and consolidate the long-sought advances being made in Economic Education.[5] The following study attempts such a consideration, with suggestions for developing a specific Advanced Placement Program in Economics.

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[4] For a description of the functions of Economic Centers in Colleges and Universities see: Norman Townshend-Zellner, A Handbook on Centers for Economic Education in Colleges and Universities: Analysis and Proposals (Fullerton, Calif.: Center for Economic Education, California State College, Fullerton, 1965), pp. 51-74. (Mimeographed.)

[5] Advancements in Economic Education are reviewed below, pp. 21-23.

ADVANCED PLACEMENT PROGRAMS AND ECONOMICS

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Chapter I. -- THE NATURE AND OBJECTIVES OF ADVANCED PLACEMENT PROGRAMS

WHAT ARE ADVANCED PLACEMENT PROGRAMS ?

For the purposes of this study, Advanced Placement Programs will be defined as college level courses of study taught at and by the high school.

These high school-focused Advanced Placement Programs result from the recognition by secondary school teachers and college professors, that some high school students are capable of "achieving" in college courses. Secondary schools which wish to participate in an Advanced Placement Program select and deliberately prepare students to take qualifying examinations.[6] Participating colleges grant students credit towards their respective degrees, and allow the student to be placed in advanced courses, depending upon performance in the Advanced Placement Program and its associated Advanced Placement examination. This acceleration of the student's progress towards his educational objectives is a key feature of Advanced Placement Programs.

While recognizing the ability of high school students to do college work, the colleges are also recognizing the capability of the high school teacher to present college level learning experiences.[7] Such experiences are meant to be direct substitutes for specific college courses. Advanced Placement Programs are not preparatory courses for college entry and are therefore not typical of the high school curriculum.

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[6]College Entrance Examination Board, Advanced Placement Programs: 1966-68 Course Descriptions (New York: College Entrance Examination Board, 1966), p. 16.

[7]Frank B. Lindsay, "Advanced Placement Programs," California Education, III (November, 1965), 7.

Advanced Placement Programs require that the secondary curriculum and instructional practices be changed to match the objectives and content of specific college courses.[8]

In the high school, Advanced Placement Programs should not be confused with enrichment programs, which do not accelerate the progress of students towards graduation. In acceleration the student learns a core of essentials at a higher rate of speed. Enrichment means learning the core at the ordinary rate, while amplifying the subject, its ramifications, and its relationships to other subjects, some of which may be more or less important.[9] On the college level, however, much of the Advanced Placement work really results in the student receiving enriched programs. Because of their Advanced Placement credit, students tend to complete two majors instead of one,[10] or to take upper division programs of individual study.[11] In this way the student has enriched his program rather than using his credit to shorten his period in college.

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[8]Louis A. Fliegler, Curriculum Planning for the Gifted (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1961), p. 27.

[9]For an expanded discussion of acceleration and enrichment see: Frank O. Copley, The American High School and the Talented Student (Ann Arbor, Michigan: University of Michigan Press, 1961) pp. 15-20.
Also see: James B. Conant, Slums and Suburbs (New York: McGraw-Hill Book Co., Inc., 1961), pp. 102-103.

[10]Patricia L. Casserly, "What's Really Happening in Advanced Placement?-II" College Board Review, No. 59 (Spring, 1966), 22.

[11]Edward J. Sims, "The Challenge of Advanced Placement" Improving College and University Teaching, XIV (Summer, 1966), 183.

DIFFERENCES BETWEEN HIGH SCHOOL-FOCUSED AND OTHER ADVANCED PLACEMENT PROGRAMS

Table I on page 4 summarizes the various types of Advanced Placement Programs which may involve the high school student, and compares them to the High School-Focused Advanced Placement Program.

One basic assumption accounts for the major differences between the High School-Focused Advanced Placement Program and the other types. In effect, the other programs deny that the high school has the ability to present a college level course. As a result, the college, rather than the high school, becomes the focal point of acceleration, and actually assumes the instruction-evaluation role. Secondary schools merely identify those students who appear capable of participation.

The "split-day" program has the student attending two campuses--the local college and his high school. He is released for part of the high school day to attend a regular college class. In that class he is regarded as a regular college student.

The "cooperative" program brings the high school and college together in the administration of the course. The college might provide laboratory and library facilities, present key lectures, and administer major tests. The secondary school would concentrate on the individual student and his progress and problems.

TABLE I

CHARACTERISTICS OF ADVANCED PLACEMENT PROGRAMS

Programs and Examples (underlined)	Specially Designed Course	Regular College Course	Taught By High School	Taught By College	Evaluated By Advanced Placement Examination	Evaluated By College Examination
High School-Focused						
1. Advanced Placement College Board Advanced Placement Program	X		X		X	
Other Types						
2. "Split Day" Fullerton Junior College Chapman College		X		X		X
3. "Cooperative" University of Arizona	X		X	X	X	X
4. "College Administered" Cypress Junior College Riverside City College		X		X		X
5. "Challenge Examination" College-Level Examination Program						X

* Examples are discussed on pages 12-21

Special acceleration classes may be established for high school students by the colleges. Such "college-administered" programs would normally be held on the college campus and taught by college instructors.

Challenging of regular college courses by new college students on the basis of a high school course may be considered a form of Advanced Placement. Enrolled in college, students may, upon special request, challenge a specific course through examination, and, if successful, receive credit and placement.

OBJECTIVES OF ADVANCED PLACEMENT PROGRAMS

In 1952, a committee composed of representatives from several eastern college faculties conducted a study of general education in the United States. The Committee's conclusions pointed to the need for "continuous education" in our schools and colleges.

> The real need is a concerted attempt on the part of both schools and colleges to enable students to move steadily forward through a coherent and unified program of study, with a continuous desire to learn and at a rate commensurate with their ability."[12]

To establish continuous education the Committee urged establishing the Advanced Placement Examination Program now conducted through the College Entrance Examination Board.[13] Such a program, the Committee suggested, would bring about four major and desirable modifications in general education.

Consensus on essential subject content. Through the program a consensus on the essential elements of the Advanced Placement subject could be derived.[14] While moving toward a greater degree of similarity in specific courses, the program would leave room for individualism in instruction, and recognize the significance of

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[12] General Education in School and College. A Committee report by members of the faculties of Andover, Exeter, Lawrenceville, Harvard, Princeton, and Yale. (Cambridge, Mass.: Harvard University Press, 1952), p. 9.

[13] Ibid., p. 129.

[14] Ibid., p. 9

adapting to student abilities and interests. Jerome Bruner in his book, The Process of Education, suggests a similar theme in calling for the teaching of the "fundamental structure" in each subject.[15]

In Economics, S. Stowell Symmes suggests that Bruner's "structure" concept could be the criteria for removing the less efficient elements of the introductory Economics course.[16] Albert Alexander, writing in Challenge Magazine, further supports the need for identifying the essential elements of introductory Economics by stating that, "Encyclopedic coverage still remains the greatest weakness of the high school course, as it does the college principles course...."[17] S. Stowell Symmes blames indecision in objectives and content for the shortcomings of the secondary level Economics course.[18] Haley, too, challenges colleges to experiment in the introductory Economics program in the hope that such experiments will develop programs with specifically defined objectives for different groups of students.[19]

Jerome Bruner identifies the related problem of the information lag in the secondary curriculum. He suggests that efforts at identifying

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[15]Jerome S. Bruner, The Process of Education (Cambridge, Mass.: Harvard University Press, 1963), p. 7.

[16]S. Stowell Symmes, "The High School Economics Course: The Need for Structure," Social Education, XXX (April, 1966), p. 280.

[17]Albert Alexander, "Teaching High School Economics," Challenge Magazine, March, 1964, p. 27.

[18]Symmes, "The Need for Structure," p. 279.

[19]Bernard F. Haley, Experiments in the Teaching of Basic Economics, (New York: Joint Council on Economic Education, 1966), p. 1.

and reviewing the "fundamental structure" would shorten this time lag, producing more meaningful and more efficient education.[20]

Although consensus has not yet developed concerning the nature of the introductory Economics course, the original suggestions of the Committee have resulted in twelve different Advanced Placement course descriptions. These courses have been developed under the auspices of the College Entrance Examination Board.[21]

Eliminating duplication. The second objective recommended by the Committee was to eliminate wasteful duplication of educational experiences.[22] Such duplication not only wastes school facilities and faculty time, but also bores students. Advanced Placement Programs would not only eliminate the wasteful duplication, but also free the college for concentration on upper division studies and graduate work. Advanced Placement Programs are a better allocation of educational resources because they allow the secondary school to do all that it is able, while the college specializes.[23]

Motivation. Though third on its list, this is most likely the Committee's key objective. Motivated students are self-educating, and the goal of continuous education is achieved when students are motivated to educate themselves. Motivation, though not easy to establish, starts

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[20]Bruner, The Process of Education, p. 26.

[21]College Board, Course Descriptions.

[22]General Education, p. 9.

[23]Talcott Bates, "Charge to Advanced Placement Committee," California Education, IX (May, 1966), 4.

by adapting each program to the needs of individual students.[24] By freeing the capable student from the often routine, unchallenging, senior level course, the Advanced Placement Program offers a stimulating change.[25] Motivation which results from the freedom to progress according to individual ability is reinforced by the opportunity to receive college units and avoid repetition of a course.

Development of alternative educational instruments. To implement the previous objectives, the Committee's fourth suggestion was to explore every device for achieving continuous education.[26] The specific recommendation was to establish what is today the College Entrance Examination Board's Advanced Placement Examination Program.[27]

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[24] General Education, p. 9.

[25] Lindsay, "Advanced Placement Program," p. 7.

[26] General Education, p. 9.

[27] Ibid., p. 129

Chapter II--SELECTED ADVANCED PLACEMENT PROGRAMS

COLLEGE ENTRANCE EXAMINATION BOARD

ADVANCED PLACEMENT PROGRAM

The College Board program of administered Advanced Placement Examinations is designed to evaluate each student's knowledge after completing a high school Advanced Placement course. The College Board, in cooperation with the Educational Testing Service, currently (1967-68) offers examinations in twelve different courses--American history, biology, chemistry, English, European history, French, German, Latin 4, Latin 5, mathematics, physics, and Spanish. Each examination includes objective and essay questions, plus listening tapes for the language tests, and is designed to measure proficiency on a standard applicable to college freshmen.[28]

The essay portions of the examinations are evaluated by a committee of readers in each discipline. In cooperation with the supervising Educational Testing Service, the readers assign a final test score. Scores are based on a five point scale: 5--extremely well-qualified; 4--well-qualified; 3--qualified; 2--possibly qualified; 1--no recommendation.[29]

Each college or university sets its own policies on Advanced Placement and of course indicates the minimum acceptable score. As may be reasonably expected, a wide range of policies exist regarding

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[28]College Board, Cuide to Advanced Placement, p. 10.

[29]Ibid., p. 11.

acceptable Advanced Placement scores.[30] An indication of this range may be found in a College Board-sponsored study completed in the spring of 1967. All four-year colleges in America, plus the forty two-year colleges that are members of the College Board, were included.

> 869 Colleges returned useful information on Advanced Placement policies.
>
> 119 Colleges reported not normally guaranteeing credit or placement.
>
> 372 Colleges reported granting placement for scores of 3 or higher in all twelve examination subjects.
>
> 519 Colleges reported granting placement for scores of 3 or higher in eight or more examination subjects.[31]

A course description is available for each subject in the current examination program.[32] Course descriptions suggest major objectives, and outline possible topics for course content. The descriptions are of college level courses, reflecting a college consensus on the essential elements in each subject. They are clearly not designed for the typical or average high school student. Broad course descriptions allow flexibility to meet student needs and the requirements for the particular school situation. Every student is expected to prepare for the examination by taking a special course of study.[33] However, the

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[30]For a listing of the specific policies of 869 colleges see: College Entrance Examination Board, College Advanced Placement Policies 1967-68 (New York: College Entrance Examination Board, 1967.)

[31]"News of the College Board," College Board Review, No. 65 (Fall, 1967), 3, 34.

[32]College Board, Course Descriptions.

[33]College Board, Guide to Advanced Placement, p. 11.

College Board does not attempt to accredit the schools or to mandate the type or extent of training.

Each course of study is reviewed annually at a conference sponsored by the College Board. The conferences recommend modifications to keep the curriculum up-to-date, and explore general problems involved in Advanced Placement.[34]

The College Board does more than coordinate national Advanced Placement testing and sponsor the conferences; it also makes available technical assistance to schools and colleges wishing to create Advanced Placement programs.[35] The College Board does not, however, seek to direct local programs or in any way place value judgments on the objectives or content of specific courses.

In the process of encouraging Advanced Placement Programs around the nation, the College Board and the Educational Testing Service conduct numbers of studies. These studies are concerned principally with the problems of testing, the growth of Advanced Placement Programs, and the coordination of schools and colleges in the recognition of Advanced Placement scores.

College policy differences in accepting Advanced Placement students are probably the result of the pluralism which exists in goals and curriculums, rather than a resistance to Advanced Placement.[36] This presents persistent problems, however, as many colleges respond to Advanced Placement requests by claiming that their course is "unique" or

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[34]College Board, Guide to Advanced Placement, pp. 13-14.

[35]Ibid., p. 9.

[36]Casserly, "What's Really Happening in Advanced Placement?-II," College Board Review, No. 59 (Spring, 1966), p. 16.

"different" and therefore irreplacable.[37] Others look upon Advanced Placement as highly suspect, and apply higher standards for Advanced Placement students than for their own freshmen.[38]

There seems to be a greater reluctance to grant credit than to award placement.[39] Awarding placement removes a required course or allows the student to enter an advanced course without accelerating his progress toward graduation. Trends, however, are towards more liberal policies with the granting of both credit and placement for students scoring a 3 or higher on the Advanced Placement examinations.[40]

Colleges new to the Advanced Placement Program report greater confusion over policy, and tend to be cautious in granting credit and placement. In these colleges, decisions on Advanced Placement are usually diffused through admissions officers and various academic departments.[41] However, the trend is toward centralized and automatic awarding of credit, and well defined, published, policies.[42]

In college, Advanced Placement students either do as well as, or far superior to, those who do not take the Advanced Placement courses.

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[37]Clyde Vroman, "The Importance of College Policies on Advanced Placement and Advanced Credit for Students Who Have Taken Advanced Placement Examinations: A Report on Institutional Practices" (paper presented at the Conference on Advanced Placement in English, University of Michigan, June 22, 1962), p. 10. (Mimeographed.)

[38]Ibid., p. 18.

[39]Richard E. Peterson, "What's Really Happening in Advanced Placement?-I," College Board Review, No. 58 (Winter, 1965-1966), 13.

[40]Ibid., p. 16

[41]Ibid., pp. 12-13.

[42]Ibid., p. 16

A study at the University of California at Davis comparing Advanced Placement students and the general student body, concluded that "Students taking the Advanced Placement Examinations were superior, and that students passing the Advanced Placement Examinations were very superior in the first course achievement related to the Advanced Placement Examination subject and in first semester achievement."[43]

In a study comparing two groups of students of similar abilities, one group received Advanced Placement, the other group did not request it; no significant differences in grades were discovered.[44] Students need not fear Advanced Placement for the sake of their college grade averages unless colleges discriminate by awarding an automatic grade, such as a "C", for Advanced Placement courses.

At Harvard University the majors selected by Advanced Placement students were mostly concentrated in the areas of mathematics and physics; next came history and literature; such areas as Economics and government were drawing very low representation.[45] The availability of Advanced Placement courses and the resulting credit and placement no doubt influenced the selection of a major. The addition of Economics in a national examination program could result in larger enrollments of Economics majors.

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[43] S. J. Wagner, et al., "Advanced Standing Credit Based on the Advanced Placement Examinations at the University at Davis," College and University, XLII (Spring, 1967), 315.

[44] John B. Bergeson, "Advanced Placement--A Report on Former Participants and Their Subsequent Academic Performance," The Clearing House, XLI (February, 1967), 367.

[45] Edward T. Wilcox, "Seven Years of Advanced Placement," College Board Review, No. 48 (Fall, 1962), 32.

SELECTED NON-HIGH SCHOOL-FOCUSED ADVANCED PLACEMENT PROGRAMS

"Split Day" Program

Fullerton Junior College and the Fullerton Union High School District cooperate in the operation of a "split-day" type of Advanced Placement Program. Students register, with high school approval, for regular college classes and are excused part of the high school day to attend their college class. The students are evaluated on the regular college standards, and credit is recorded on their college transcript.[46] The high school does not grant credit for the college course, but a notation is made on the student's transcript, testifying to his participation.

Chapman College in Orange, California, offers a "split-day" program for local seniors. Chapman, unlike Fullerton Junior College, allows the students to register for lower-division, not just freshmen, courses. Introductory Economics is a lower-division course and is available under this program. Credit is recorded and may be transferred without taking additional course work at Chapman.[47]

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[46] Osborne R. Wheeler, Dean of Guidance Services at Fullerton Junior College, Private interview, Fullerton, California, October 31, 1967.

[47] Emery Owens, Registrar at Chapman College, Private interview, Orange, California, October 31, 1967.

"Cooperative" Program

The University of Arizona and local high schools operate a "cooperative" program in chemistry and biology. The Advanced Placement classes are organized by the high schools, but are taught by both the high school teachers and the college professors. The classes use the University laboratories, the same textbooks, and take the same examinations. In addition to meeting the University course requirements the secondary students also take the College Board Advanced Placement examination.[48]

"College Administered" Program

Cypress Junior College is currently administering two Advanced Placement courses on the campus of Western High School in Anaheim, California. The courses in Introductory Economics and English Literature are taught by two Cypress instructors as part of their regular instructor assignment. Each student is registered for a total of six units, and if successful in the courses, will receive credit from Cypress Junior College. No credit will be recorded by Western High School. The classes are the same as the student would receive if he attended Cypress Junior College.[49]

Riverside City College policy calls for college sponsored and directed acceleration programs. The secondary school students must be approved by the principal, and be in the upper ten-percent of their class in order to participate. The course, while specially scheduled only for accelerated students, must parallel the existing college courses, be held

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[48] Casserly, "What's Really Happening in Advanced Placement?-II," p. 18.

[49] James Phillips, Economics Instructor at Cypress Junior College, Private Interview, Cypress, California, February 19, 1968.

at the college if at all feasible, and be taught by the college faculty.[50]

"Challenge Examination" Program

The College-Level Examination Program of the College Board has been established primarily for the student who has not experienced a formal Advanced Placement Program, but has achieved comparable skills through tutoring, correspondence, or self-education. Through the examination the student demonstrates his competence, and receives from participating colleges appropriate credit and placement.[51] This is a new program, established in 1965, which extends the effective means of evaluating individual accomplishment.

The "split-day", the "cooperative", and the "college administered" are not high school-focused Advanced Placement Programs as envisioned for this project. They deny the high school's ability to offer college-level experiences. In essence these colleges are taking on an additional educational role—that of accepting the highly capable students prior to their graduation from high school.

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[50] Letter from Fred A. Thompson, Riverside City College, November 27, 1967.

[51] College Entrance Examination Board, College-Level Examination Program Description and Uses, 1967 (New York: College Entrance Examination Board, 1967), p. 14.

Chapter III.--ADVANCED PLACEMENT PROGRAMS IN ECONOMICS

CRITERIA

Advanced Placement Programs are based upon five key assumptions: that secondary school students can do college level work while continuing with their other high school subjects; that high schools and teachers are capable of providing the proper learning experiences which will substitute for college classes; that it is possible for schools and colleges to reach a consensus on the essential elements of each Advanced Placement subject; that colleges will continue to teach the introductory courses which Advanced Placement Programs replace; and finally that colleges and universities are willing to accept, and grant credit to, these students depending upon their individual accomplishments.

From the study of Advanced Placement Programs in several subjects, the following elements emerge as reasonable criteria for evaluating existing and proposed Advanced Placement Programs in Economics:

1. The Advanced Placement course is directly comparable to the specific college course it replaces. The course reflects a school and college consensus on the essential content and objectives.

2. Class size is restricted to allow the flexibility needed for individualized study and instruction.

3. Teachers have specialized college-level preparation for their specific Advanced Placement subject.

4. Library and other facilities are sufficiently developed to support the Program.

5. Students are mature, responsible, and interested enough to devote full effort to study in the Advanced Placement Program while maintaining their performance in other high school courses.

6. Students are counseled into Advanced Placement courses which best correspond to future study goals. Care is taken to admit only those who possess sufficient academic skill to enter college, and are secure in all their high school subjects.

7. Completion of the regular secondary education is not jeopardized as the goals and objectives are either contained within the Advanced Placement Program or completed earlier.

8. The Advanced Placement examination is equivalent to the tests used in the college course. The principal feature of the examination is the measurement of the student's "maturity in those intellectual processes required by each subject."[52]

9. Grades and credit are recorded by the secondary school. The student is evaluated by standards applicable to high school students, irregardless of subsequent college action in granting college credit and placement.

10. Close cooperation exists between participating secondary schools and colleges in order to inform each other as to policies, problems, results, and recommendations. The cooperation is a working relationship in which the secondary schools train highly capable students for Advanced Placement and the colleges provide teacher training and other supporting functions.

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[52] General Education, pp. 130-131.

STATUS OF ADVANCED PLACEMENT PROGRAMS IN ECONOMICS

As defined for this project, the basic intent of an Advanced Placement Program is twofold: first, to provide academically talented students greater depth in their high school program than they might otherwise experience; and second, to enable the student to earn college credit and placement while still in high school. The twin results are better prepared students, and acceleration of educational progress towards personal objectives.

Communication with selected Economic educators from around the country, including correspondence with the Joint Council on Economic Education,[53] has revealed no programs of Advanced Placement in Economics. Some confusion exists over the intentions of the College Board as to an Advanced Placement Program in Economics; the College Board has Economics under review as a future possibility,[54] but apparently does not anticipate a program in the near future.[55] Mr. Harlan Hanson, Advanced Placement Director for the College Board, has indicated that a program could be

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[53] Letter from H. Jerome Cranmer, Director of College and Univerisity Program for the Joint Council on Economic Education, New York, December 16, 1967.

[54] College Entrance Examination Board, Advanced Placement News, December, 1967.

[55] Letter from Anita W. Withers, Assistant Program Director for the Educational Testing Service, Princeton, New Jersey, January 15, 1968.

established but the schools and colleges should indicate the need by initiating local action.[56]

A limited number of acceleration programs for Economics do exist. In the Orange County, California area, Chapman College and Cypress Junior College offer their regular Introductory Economics course to high school seniors. Challenge programs exist in local colleges and around the nation; however a wide variety of requirements and standards exist.[57]

The reason why Economics is not a part of the national Advanced Placement effort is rooted in the nature of traditional American education. Until recent years Economics has not been a formal part of the curriculum in elementary and secondary schools. The existing Advanced Placement subjects have been part of the curriculum and have been gradually improved so that it now is possible to accelerate large numbers of students. Such disciplines as English, science, mathematics, history, and foreign languages are being accelerated beginning in the primary grades, allowing much more time for capable students to do advanced work in high school.

Economics programs sponsored by the Joint Council on Economic Education and introduced into school curriculums are changing the status of Economics in the schools. Today the Developmental Economic Education Program[58] provides a logical conceptual development from the primary grades,

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[56] Letter from Harlan P. Hanson, Director of the Advanced Placement Program for the College Entrance Examination Board, New York, December 14, 1967.

[57] For a review of existing types of Advanced Placement Programs see above pp. 3-5.

[58] The Developmental Economic Education Program was begun in 1964 by the Joint Council on Economic Education. The DEEP has three goals: to build Economic understandings into school curricula; to improve teacher preparation in Economics; and to develop and test new teaching materials at all grade levels.

and the secondary schools increasingly are adding Economic units to related courses and capping the senior year with a semester of formal Economics.[59]

Dr. Milton Baum surveyed Economic Education in California (1967), and found that a separate senior level Economics course is given to approximately 9 per cent of the state's senior students (91 per cent of our students do not take a capstone course in Economics).[60] Nevertheless this is up from 1.9 per cent in 1961.[61] The majority of the courses are general, including both micro and macro elements. In addition, California teachers of Economics are generally very poorly prepared. Dr. Baum notes that less than 10 per cent could meet the 21 unit minimum suggested for Economics teachers.[62] Fifty-three per cent of the teachers have had less than 6 units of college Economics and 27 per cent have had none.[63]

The Orange County situation in Economic Education appears to be substantially better than that for the state. One local district, the Fullerton Union High School District, requires that all students successfully complete a senior-level semester Economics course for graduation.

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[59] On the basis of a December, 1964, survey of all public (300 or more students) and private high schools in America, Galen Jones found that seventy per cent of the respondents offer a one-semester course in Economics, and that the number of students studying in a formal Economics course has doubled in the decade 1954-55 to 1964-65.

Galen Jones, "The Current Status of Economics Teaching in the High Schools of the United States," The Bulletin of the National Association of Secondary-School Principals, IL (November, 1965), 6-13.

[60] Milton S. Baum, "Economic Education in California Public Schools," California State Department of Education, February, 1967, p. 1. (Mimeographed.)

[61] Ibid., p. 2.

[62] Advisory Seminar to the California State Department of Education, College Preparation for Teaching Economics (Sacramento, California: California State Department of Education, November, 1966), p. 9.

[63] Baum, "California Public Schools," p. 2.

Most of the high schools in Orange County at least offer Economics. Usually the course is a senior-level one-semester program with a micro and macro approach.[64] Preparation of Economics teachers also exceeds the findings of Dr. Baum, at least for the Fullerton Union High School District.[65]

If progress in Economic Education is to be fully realized, an Advanced Placement Program must be formulated to allow students to continue their education without repetition and its related social and economic costs. It makes little sense to plan the expansion of Economic Education from kindergarten to twelfth grade without planning for the acceleration of well-prepared students and their early entry into college Economics courses.

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[64] For additional information on the status of Economic Education in selected Orange County and adjacent Los Angeles County schools see Appendix I.

[65] Lloyd Bush found that seventy per cent of the Economics teachers in the Fullerton Union High School District had more than twenty units in Economics.

Lloyd M. Bush, "A Survey of the One Semester Course in Economics Taught in Fullerton Union High School District in 1966-67," (paper prepared for Norman Townshend-Zellner, Director, Center for Economic Education, California State College at Fullerton, August 2, 1967), p. 5.

Chapter IV.--ESTABLISHING AN ADVANCED PLACEMENT PROGRAM IN ECONOMICS

CHARACTERISTICS OF THE SCHOOL ADVANCED PLACEMENT PROGRAM

The following are general characteristics of Advanced Placement Programs which have been adapted for application to an Advanced Placement Program in Economics. Specifically, the characteristics are meant to be used as guides for establishing, and as partial criteria for evaluating, proposed Advanced Placement Programs in Economics for Orange County Schools.

Participating Schools

Participating secondary schools would be those which sent students to take the Advanced Placement examination. As in the national College Board Program,[66] it would probably be wise not to attempt to accredit the individual high schools or to inhibit their operation by requiring any formal signs of membership in an Advanced Placement organization. A well-prepared examination should be capable of measuring the competence of the student.

Advanced Placement Course Description

An Advanced Placement Course in Economics would be directly comparable to the specific college course which it replaces. The course would reflect a school and college consensus on the essential content and objectives of Introductory Economics. However, such agreement would not seek to stifle individualism in instruction, but would endeavor to define Economics in order to eliminate confusion on objectives. Such a definition would answer the strongest criticism often directed against the secondary and college introductory course--that the teachers cannot agree

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[66] College Board, Course Descriptions, p. 16.

on its essential content.[67] Participating schools would want to study the published Advanced Placement course and make such adjustments to their own program as they felt were necessary to coincide with its basic objectives.

Advanced Placement Course Organization

Because each school has different resources and different circumstances, each should tailor the Advanced Placement course to its particular needs. Several possible approaches are available and could be altered by the schools within the broad objectives outlined in the course description.

One approach would be to establish a full class of Advanced Placement students and literally conduct a college class tailored to the high school situation. This choice assumes a school large enough to support a specialized class, an administration which backs the concept of a strong Advanced Placement program, and a school board which recognizes the need to adequately finance the smaller Advanced Placement class. Such a class should be limited to twenty students[68] and include the other characteristics for facilities and staff which are described below.

Another option open to the secondary school is to prepare students through the "enrichment" technique. Advanced Placement instruction takes place within the environment of the regular class. Students are offered extra assignments which go beyond the normal class activity. The extra

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[67] Symmes, "The Need for Structure," p. 279.

[68] College Board, Course Descriptions, p. 17.
Also see: Alice C. Coleman, "The Advanced Placement Program in San Diego," Journal of Secondary Education, XXXVIII (December, 1963), 139.

work is supplemented with periodic student-teacher consultations.[69] This plan may distract the teacher from the rest of the class and place an additional work load on him. One caution suggested by Frank Copley is to keep the "enrichment" as an opportunity and not a penalty for being a bright student.[70]

Copley suggests one possible plan for the high school would be to establish a "seminar" or "tutor" group.[71] This small group of students could meet after school, on Saturdays, or some other convenient hour outside of the school schedule. Such meetings would supplement regular class activity. While presenting a sizable responsibility for the teacher, and probably not offering any additional credit for the student, this could be an effective program.[72] Perhaps the teacher could be partially compensated by being released from responsibility for extra-curricular supervision (dances, games, clubs), or be paid the hourly rate established for home-teaching.

Independent study, as an Advanced Placement course technique, offers the greatest simplicity and flexibility for secondary school programs. The independent study approach to an Advanced Placement Program may be

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[69] College Board, Course Descriptions, p. 17.
Also see: Copley, The American High School, p. 38.

[70] Ibid.

[71] Ibid., p. 39.

[72] Such a program now exists at Buena Park High School, in Buena Park, California, where a select group of twelve to twenty students meet from 7:00 to 8:15 am one morning per week to explore a social science topic of current interest. No credit or pay is allowed but the teacher is released from additional extra-curricular duty.

adapted to any size school, could be very effective with a small number of students, would present the lightest work load for the teacher, and would ". . . put the learning squarely up to the student himself."[73] The student would study within a plan formulated and guided by his teacher, but the use of time, the development of study skills, the practice with the freedom enjoyed by college freshmen would be his responsibility. A key disadvantage of the independent study approach, as with the "enrichment" technique, is the absence of the competition between Advanced Placement students. This competition would be a factor in class motivation.

Whichever approach the secondary school adopts, the program should broadly parallel the course consensus so that students are comparably prepared for advancement, and so that the colleges may have confidence in their preparation.

Selection of Students

The experiences incorporated in other Advanced Placement Programs suggest that the following criteria be used in selecting Advanced Placement students:[74]

1. Academic ability--The student's scholastic ability as indicated by past achievement (grades), teacher-counselor recommendation, and aptitude test scores.

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[73] Copley, The American High School, p. 41

[74] For a sample selection procedure and criteria, together with application and record forms, see: Arizona Council on High School-College Relations, Advanced Placement Sub-Committee, Advanced Placement (Tucson, Arizona: Palo Verde High School, 1967), pp. 6-9.

2. Maturity--An academically successful student might not possess the maturity necessary for the continuous self-discipline and study.

3. Motivation--The student should desire to participate in the program, realizing the greater demands it involves.[75]

4. Parental approval--A conference with parents would clearly establish the responsibilities assumed, and the standards expected. Consideration should be paid to the role and degree of extra-curricular activities.

5. Student health--Is the student physically able to handle his total program if he assumes the challenges of an Advanced Placement course?

6. Future plans--Counseling with the student should verify that the Advanced Placement course is consistent with his educational goals and reasonable within his total range of responsibilities. The course should not distract from a stated career objective, but instead should complement it.

Copley estimates that "probably not more than five per cent of the enrollment of the usual school will be capable of handling the work without undue strain and with reasonable prospect of success."[76] Within the above criteria it would seem that the best selections could be

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[75] Copley warns that Advanced Placement should never be required, as it would be "improper to require the high school student to go beyond the limits of the high school curriculum unless he desires to do so." Copley, The American High School, p. 56.

[76] Ibid., p. 38.

made by "hand-picking" the students for initial programs rather than turning to some general polling of test scores and recommendations. The factors of motivation and maturity, given the academic abilities of the "A" or "B" student, are more significant than scholastic aptitude test scores.[77] Coleman warns against using Advanced Placement courses for corrective counseling such as salvaging brilliant but dormant minds.[78]

The Teacher

Copley states that, ". . . the Advanced Placement course will be exactly as good as its teacher."[79] Objective criteria for selecting the teacher are probably impossible to establish. However, some general points may be noted. He must be adequately trained in Economics--sufficient to teach at least a college freshman Economics course. General practice would suggest that a Bachelor of Arts degree in Economics and/or a Master of Arts degree would be highly desirable. Certainly a minimum course is twenty-one units of upper division and graduate Economics.[80]

Teachers of Advanced Placement courses will probably desire some refresher work. In-service training, workshops, and summer institutes are important for developing effective programs.[81]

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[77] Ibid., p. 58.

[78] Coleman, "English Program," pp. 140-41.

[79] Copley, The American High School, p. 60.

[80] Advisory Seminar, College Preparation, p. 9.

[81] For comments on the value of institutes and the significance of refresher training see: Coleman, "English Program," p. 139.

Staffing an Advanced Placement Program will be more difficult than simply locating teachers with the proper training. Interest in creating a successful Advanced Placement course is an essential trait. Such a course would be demanding beyond the usual class requirements and the size of the job would discourage all but the most interested. Copley suggests that the Advanced Placement teacher be relieved of one regular class to give him an extra period each day for preparation.[82] This suggestion would add significantly to the cost of an Advanced Placement course.

Grades and Credit

Concern for grades is a motivational factor for most high school students. For many, the grades are vital in determining their opportunities for scholarships and honors. Advanced Placement courses should be entered voluntarily and without fear of poor grades resulting from the stiffer competition. Copley suggests that all Advanced Placement students receive "A's" or "B's". If the student is not capable of at least a "B" grade he does not belong in an Advanced Placement class.[83] Grades in Advanced Placement courses should not be confused with college grades. Advanced Placement work is completed in high school and recorded on the high school transcripts. Determination of a college grade should be made by the colleges, and after reviewing the Advanced Placement examination.

For the same reasons, the high school should record the student's Advanced Placement credit on his transcript.[84] If the student is successful on the Advanced Placement examination, and if his college accepts the

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[82] Copley, The American High School, p. 63.

[83] Ibid., pp. 69-70.

[84] Ibid., p. 71

concept of Advanced Placement, then he should also receive college credit. It is important to note that merely being in a formal Advanced Placement class is a recommendation for a student regardless of whether or not he scores high on the Advanced Placement examination. An admissions officer noting the Advanced Placement class on the high school transcript would interpret it as a recommendation for the student.[85]

Facilities

Fortunately teaching Economics does not require an elaborate laboratory, a language lab, or other specialized and expensive equipment. Economics does, however, require an adequate library, rich in reference materials. A school establishing an Advanced Placement Program would be well advised to expand its library consistent with the approach it employs.[86] The Center for Economic Education at California State College at Fullerton maintains a growing library which includes samples of available Economics texts and materials, and a card catalogue of publication and research projects in Economic Education. The presence of excellent local college libraries supplements the needs of the high schools and as such is an asset to developing Advanced Placement Programs.

Once the high school has adopted the particular type of Advanced Placement Program it is going to operate, then the research facilities may be designed specifically for that program. For instance, a program of independent study would require different research conditions than a full Advanced Placement class.

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[85] Ibid., p. 74.

[86] Teachers establishing an Economics library should see: Joint Council on Economic Education, Suggestions for a Basic Economics Library (New York: Joint Council on Economic Education, 1965).

ROLE OF THE COLLEGE

School-College Relations

An Advanced Placement Program means close cooperation between the high school and the college. The colleges make possible the Advanced Placement Program by providing essential services--summer institutes, workshops, credit courses, resource personnel, materials, and community contacts. The colleges decide whether or not to accept Advanced Placement students and are responsible for the standards applied to the program. The secondary schools should be informed of college policies and the names or titles of Advanced Placement directors or other individuals responsible for Advanced Placement decisions.

Close cooperation will allow the secondary schools to evaluate the Advanced Placement program and make adjustments to improve the quality of instruction, and subsequently the student's performance on the Advanced Placement examination. Particularly valuable for evaluation would be a feedback of the individual student's test scores, his subsequent college performance, and the college's decisions regarding credit and placement.

College Policy

The college should define and publish its Advanced Placement policy.[87] Such a policy should allow the possibility of both placement and credit dependent upon student performance in meeting college standards.

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[87] Clyde Vroman, "Let's Get Together on Advanced Placement," College Board Review, No. 50 (Spring, 1963), 18.

Granting credit encourages students to enter Advanced Placement Programs,[88] gives secondary schools a tool to build taxpayer support for the program,[89] and would probably attract more students majoring in Economics.[90]

College credit should be recorded in a way which does not restrict the student's eligibility for honors and scholarships. One suggestion is to record the credit but not a grade, that is, exclude the Advanced Placement credit for purposes of establishing a grade average or computing suitability for a scholarship.

In establishing the standards for achieving Advanced Placement credit, the college should test its own students to establish sets of norms. In this way the Advanced Placement student is evaluated in relation to actual student performance and not artificial or ideal standards.[91]

Center for Economic Education

The Center for Economic Education is the key to successful coordination of the entire Advanced Placement Program. The services of the Center and its institutional stability are essential factors for success. The Center should assume the responsibility for the following:

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[88]Dewey B. Stuit, "How We're Using the College-Level Examinations at Iowa," College Board Review, No. 64 (Summer, 1967), 18.

[89]Casserly, "What's Really Happening in Advanced Placement?-II", p. 22.

[90]Mr. Joseph Palaia, Coordinator, Advanced Placement Program for the California State Department of Education, Private Interview, Fullerton, California, October 18, 1967.

[91]Vroman, "The Importance of College Policies," p. 19.

1. Provide the institutional organization and facilities to develop the program.
2. Sponsor the necessary conferences, workshops, and, perhaps, institutes.
3. Publish and distribute the course consensus and the results of Advanced Placement examinations, both locally and through the National Joint Council on Economic Education.
4. Supervise the annual Advanced Placement examination and communicate with others interested in Advanced Placement in an effort to broaden the entire program and further centralize the test.
5. Provide assistance to schools for library construction; location of audio-visual aids; recruitment of guest speakers; promotion of Economics days; presentations to school boards; coordination with Participating Groups of Administrators and public leaders to promote acceptance of Advanced Placement Programs.

A PROPOSAL TO ESTABLISH AN ADVANCED PLACEMENT PROGRAM IN ECONOMICS IN ORANGE COUNTY, CALIFORNIA

Problems to be solved

Before an Advanced Placement Program in Economics can be established, six basic problems must be solved. The problems have been solved in other subject disciplines and in other areas of the nation as evidenced by the existence of Advanced Placement Programs in other subjects.

1. Schools and colleges must reach a consensus on the basic objectives and content for an Advanced Placement course in Economics.

2. Schools and colleges must agree on the construction of, or the selection of, an Advanced Placement examination, including provisions for administering an examination program.

3. Secondary schools which wish to participate should first evaluate their own capability, and if feasible, establish Advanced Placement classes or modified Advanced Placement Programs for preparation of selected students.

4. Participating schools must gain support for their Advanced Placement Program from the public, the school administration, and the school board.

5. Participating colleges must formulate an Advanced Placement policy, including provisions for credit and placement.

6. An Advanced Placement Program in Economics, once established, must be expanded to include larger numbers of schools and colleges, and provisions for further centralization of the examination program.

Operational Steps

To resolve the above problems, six operational steps are suggested.

1. Establish an Advanced Placement Committee composed of representatives from secondary schools, junior colleges and colleges. The Committee could be attached, as a participating group, to the Center for Economic Education at California State College at Fullerton. This would enable the Committee to use the facilities and staff of the Center.

At the present time an Advanced Placement study group is organized within the Leadership Group of High School Teachers of Economics, and includes representatives from three area high schools.[92]

2. The Advanced Placement Committee would survey the actual Economics courses offered in the schools and colleges to identify a consensus on course objectives and content.

A preliminary survey of the secondary schools represented by members in the Leadership Group of High School Teachers of Economics is described in Appendix I. This survey shows that most schools use a general micro and macro approach and offer a one-semester senior-level course.

Two recent projects in Economic Education would be of particular value to the Advanced Placement Committee in constructing its course recommendations. The "Econ 12" project being conducted by the Center for Economic Education at San Jose State College in California, will result in a one-semester twelfth-grade course. John G. Sperling and Suzanne E. Wiggins, Co-Directors of the project, are developing a wide range of

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[92] Leadership Group of High School Teachers of Economics, minutes of meeting, May 23, 1967, p. 3. (Mimeographed.)

materials including research and theoretical problems, programmed booklets, and a short text. It has been suggested that "Econ 12" could be used as an Advanced Placement course.[93]

Norman Townshend-Zellner and Sylvia Lane of the Center for Economic Education at California State College at Fullerton have prepared A Resource Document for a High School Course in the United States Economy for the California State Department of Education.[94] By identifying the essential content, this document is designed to lay the foundation for developing high school Economics courses.

3. The Advanced Placement Committee would submit the recommended course objectives and content to the colleges and schools, and decide if a consensus on the elements of an Advanced Placement Program in Economics is possible.

4. The Center for Economic Education at California State College at Fullerton would publish the course description for school use in establishing their Advanced Placement Programs, and college use in consideration of Advanced Placement applicants. The schools should be reminded of the characteristics of Advanced Placement Programs[95] so they may evaluate their ability to participate.

5. The Advanced Placement Committee should supervise the construction or selection of an Advanced Placement examination. The Center for Economic Education at California State College at Fullerton could invite schools to send candidates, and then administer the examination.

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[93] Letter from Suzanne E. Wiggins, Co-Director of "Econ 12", Center for Economic Education at San Jose State College, California, December 10, 1967.

[94] Norman Townshend-Zellner and Sylvia Lane, A Resource Document for a High School Course in the United States Economy (Sacramento, California: State Department of Education, 1967).

[95] For a review of the characteristics of an Advanced Placement Program in Economics see above pp. 18-19.

There are several examinations which could be considered for use in evaluating Advanced Placement candidates. Working through the Center for Economic Education at California State College at Fullerton, Morris Sica and Sylvia Lane are constructing a rigorous examination for the one-semester Introductory Economics course.[96] One drawback to the use of this examination, or any other locally constructed test, is that it would require local scoring and record keeping.

The College Board sponsors a College-Level Examination Program which includes an examination in Introductory Economics.[97] The College-Level Examination Program has been established primarily to assist college students wishing to challenge college courses. However, the examination may be used "To recognize superior preparation and accomplishment of high school students at the point of college entrance."[98]

The College-Level Examination in Economics has the advantages of being a national test, using nationally established norms, and utilizing central correction and record keeping. The College Board-sponsored program might be more readily accepted by colleges than a test constructed by the Advanced Placement Committee.

6. The Advanced Placement Committee should make provisions for the Center for Economic Education to sponsor a yearly conference to evaluate the Advanced Placement Program, and review examination results. Such a

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[96] This examination has been used for testing purposes; for one example see Appendix II pp. 64-65.

[97] College Entrance Examination Board, A Description of the Subject Examinations (New York: College Entrance Examination Board, 1967), p. 46-49.

[98] College Board, College-Level Examination, p. 14.

yearly conference would reveal problems which the colleges could solve through special courses, workshops, institutes, and other services. The conference would also serve as a forum for planning expansion of the Advanced Placement Program in Economics to include larger numbers of schools and colleges.

Results of Survey of Specific School-Readiness for an Advanced Placement Program in Economics

A recent survey[99] of selected Economics teachers from twenty high schools in Orange County, California, suggests several specific opportunities for establishing Advanced Placement Programs in Economics. To identify those schools capable of establishing a full Advanced Placement class in Economics, a five point criteria was used: the schools are already offering a semester course in Economics; at the senior level; using a micro-macro approach; have a sufficient number of students; and have willing and able instructors.

Seven high schools meet all five of the above criteria. In addition, the ten Economics teachers stated that in their opinion an Advanced Placement Program was feasible for their school.

Fifteen students from the above-mentioned schools were among the candidates in the annual Fair Enterprise Medallion competition. Fourteen of the fifteen scored above twenty-two, the mean score for a college Introductory Economics class.[100]

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[99] The survey is summarized in Appendix I, pp. 41-48.

[100] A full description of the Medallion competition, the test device and results, is included in Appendix II, pp. 49-50.

The particularly strong position of these seven schools does not preclude participation in an Advanced Placement Program by other high schools, especially in light of the varied methods which could be used to prepare students for Advanced Placement examinations. Individual study, tutoring, and seminars are different methods which could be adopted by schools unable to establish a full program.[101]

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[101] For a discussion of different approaches to Advanced Placement Programs see above pp. 24-31.

Appendix I.--THE SURVEY TO ASSESS FEASIBILITY OF AN ADVANCED PLACEMENT PROGRAM IN ECONOMICS IN ORANGE COUNTY, CALIFORNIA

In February, 1968, a questionnaire was sent to all thirty-five members of the Leadership Group of High School Teachers of Economics. The Leadership Group is organized within the Center for Economic Education at California State College, Fullerton. The purpose of the survey was twofold: first, to obtain descriptive information on the Economics program at each member's school; and second, to collect opinions as to the feasibility of establishing an Advanced Placement Program in Economics. From this information the secondary schools which would offer the best opportunities for establishing Advanced Placement Programs could be determined.

Of the thirty-five active members of the Leadership Group of High School Teachers of Economics, twenty-seven, or seventy-eight per cent, returned their questionnaire. It is likely that the members of the Leadership Group are among the teachers most interest in advancing Economic Education. It is also likely that those who responded to the questionnaire are the most interested, positively or negatively, in an Advanced Placement Program in Economics. These are the Economic Educators who will be involved with an Advanced Placement Program in Economics, and their opinions, together with the descriptions of their present Economics programs, spell out the problems and the opportunities.

When more than one response was received from a school, the

descriptive data was tabulated only once, however, every opinion on an Advanced Placement Program was counted.

Description of Economic Programs

Question 1

"Is Economics a separate course in your school's curriculum?"

Yes . . . 15

No 5

"Is Economics taught as a unit within another course?"

All five schools answering "no" to question one indicated that Economics was taught as a unit within another course. Four schools with separate courses reported having Economic units in other courses.

"If so, what is the other course?"

American Government 6

American Problems 2

United States History 2

Question 2

"The Economics course or unit lasts: one quarter; one semester; one year; other _____."

The responses which indicated that Economics was a separate course in their school's curriculum reported that the course lasted for:

One quarter 1

One Semester . . . 13

One year 1

Those who reported Economics as a unit indicated that the unit lasted for:

Six weeks 1

One quarter 3

Intermittent for one year 1

Question 3

"Economics is offered to students in the: 9th; 10th; 11th; 12th grade."

Each respondent indicated that students took Economics in the twelth-grade. Two schools also allowed eleventh-grade students to elect Economics.

Question 4

"Is a separate course in Economics required for graduation?"

Yes 9

No 6

Question 5

"Economics is approached as a: Macro; Micro; Both Micro and Macro; General Business; Consumer Economics course."

A micro and macro approach was indicated in fourteen schools offering a separate course in Economics. One school concentrates only on the macro approach.

In the cases where Economics is taught as a unit, the approach was reported as micro and macro four times, and consumer economics once.

Question 6

"Are your classes grouped according to ability?"

Yes 14

No 6

"If so, what system of ability grouping is used?"

Three ability groups
(Advanced, average, and basic) 12

Two ability groups
(college preparatory and all others). . . 8

Two ability groups
(low groups and all others) 2

Question 7

"In your school, what is the approximate number of students taking Economics? (on a yearly basis) What is the maximum number of students that could take Economics? (For example, if Economics is a senior-level elective course, what is the total number of seniors?)"

Five schools offer Economics as an elective and reported less than the maximum number of students taking the course. The lowest voluntary enrollment was five per cent and the highest was thirty per cent. Ten schools require an Economics course for all students. Enrollments range from 250 to 625 students with an average or typical enrollment of about 430.

Question 8

"The basic text(s) you are using is (are): (List only basic texts, excluding all supplementary material.)"

	Number of Responses
A. Economic Theory and Practice--Ulmer	6
B. Economics for our Time--Smith	3
C. Our American Economy--Lindholm and Driscoll	3
D. Understanding Our Economy--Mortenson, Krieder and Sampson	3
E. Economics and You--Holt	1
F. The American Economy--Mitchel and Davis	1
G. Consumer Economic Problems--Wilson and Eyster	1

Advanced Placement Program in Economics

"The principal part of an Advanced Placement Program is a high school course which may substitute for a lower-division college course. Successful students may receive college credit and placement."

Question 1

"Aside from the issues of feasibility, are you interested in seeing an Advanced Placement Program in Economics established?"

Those members who teach a separate Economics course answered:

Yes 19

No 1

Uncertain 2

Those members teaching Economics only as a unit in another course stated:

Yes 2

No 2

Uncertain 1

Question 2

"Please describe your impression of the scope and nature (content and approach) of an Advanced Placement Program in Economics. (If you have no thoughts on Advanced Placement please move to question seven.)"[102]

	Number of Responses
A. It should parallel college Economics courses	7
B. A semester of each--micro and macro	5
C. Intensive work within existing course framework	4
D. A one-semester Macro course	4
E. Held on high school campus	2
F. Students should go to Junior College and take Economics	2
G. Ideas of the Great Economists	1
H. Follow the McConnell Economics text	1

Question 3

"What major benefits do you foresee as a result of an Advanced Placement Program in Economics?"

A. Motivation of better students in Economics	11
B. Interest in Economics as a future field of study	9
C. Avoid repetition	7
D. Students would work up to their ability	7
E. Flexibility for student in college because of credit and placement	7
F. Better preparation for college	5
G. Prestige for school	2

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[102] Questions 2, 3, 4, 6, and 7 are of the open-ended type. All statements were made independently by the respondents.

Question 4

"What major problems would have to be resolved in establishing such a Program?"

	Number of Responses
A. Gaining acceptance by colleges	8
B. Designing a course to parallel college courses	7
C. Hiring properly trained and motivated teachers	5
D. Resistance by high school administrators	4
E. Designing a suitable Advanced Placement examination	3
F. Appropriate college-level materials	2
G. Gaining school board approval to substitute Advanced Placement course for required Economics course	2
H. Gaining school board approval for added expense	2
I. Adequate counseling	1
J. De facto creation of ability groups[103]	1
K. Identifying qualified students	1
L. Motivating students to do college work	1

Question 5

"Do you see an Advanced Placement Program in Economics as feasible for your school?"

Yes	10	(Represents 7 of the 20 schools.)
No	5	
Undecided	4	
No response	8	

[103] This is interpreted to mean that an Advanced Placement Program would cause other classes to be grouped by ability.

Question 6

"What specific problems would be involved with your school's participation?"

(This question was either not answered or the opinions were a repeat of question four above.)

Question 7

"Does your school, to your knowledge, participate in any Advanced Placement Programs?"

Yes 6

No 13

Not known 1

"If so, please indicate the subject and method of participation."

	Number of Responses
A. Tutoring selected students for College Board Advanced Placement Examinations	3
B. Students attend Junior College classes	2
C. United States History Advanced Placement class	1

Appendix II.--THE ORANGE COUNTY, CALIFORNIA, FAIR ENTERPRISE MEDALLION CONTEST

The Medallion competition is an annual event sponsored by the Orange County Industry-Education Council.[104] Each secondary school in Orange County is invited to enter three top Economics students.

This year (1968) the contestants were evaluated with an examination constructed through the Center for Economic Education at California State College at Fullerton.[105] This examination contains forty objective questions.[106] For the beginning Economics students it is a rigorous examination.

The Center for Economic Education Examination was also given to a one-semester Introductory Economics class. For this college class the median score was 22. For grading purposes this represents a "C" grade. Top score in this group was 27 and the bottom was 17, with a mode of 22.

The 62 Medallion contestants were divided into two homogeneous groups--one group of 52 had taken a one-semester Economics course, the

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[104] The Orange County Industry-Education Council supports local education by offering the services of industry and staff members. Speakers, industrial tours, career days, and the Medallion competition are among its activities.

[105] For comments on the suitability of using this examination for Advanced Placement evaluation see above

[106] A supplemental essay was part of the test, however, it was used only as a tie-breaker.

other group of 10 had not taken an Economics course, but had prepared by independent study or had been tutored for the examination.

For the 52 students who had taken the one-semester course the mean score was 22, the median was 24, the mode was 24, with a high score of 34 and a low of 11. Fourteen students scored 27 or above, while 31 scored 22 or above.

The 10 students who had not taken a semester Economics course scored substantially lower than those who did. The scores ranged from a low of 12 to a high of 33, with a mean of 19, a median of 17, and a mode of 16. Only 2 students scored 22 or above. These results emphasize the significance of a semester Economics course.

If the small sampling represented by these two test groups is at all valid, it suggests that high ability students from local schools can meet the standards applied to college students in Introductory Economics; and that the high schools and high school teachers are able to train them.

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